

is best for her servant whom she has called into her service, the interest of both being identical; if he is successful the church will profit by his ministry; if he fail, she must suffer loss.

I am happy to observe the wonderful results that follow the efforts of all the active ministers of the Brethren church, old and young, home taught or college bred; the Lord blessing his word no matter where or by whom or in what manner it may be spoken.

In conclusion: it will be observed that the Watchman continues to announce that the "Morning cometh and also the night:" light and darkness follow each other; there is good and evil in the land; but as for us we will rejoice evermore, knowing that tho

"Weeping may endure for the night,
Joy cometh in the morning."

EDUCATIONAL VALUES.

W. G. GANS.

In answering the question: "What benefits are derived from an education beyond that comprehended in the common branches taught in our public schools?" several things are to be considered. To the great majority, the first and most important is the commercial value, the increase of the earning power, or the power of financial success.

This is necessarily so because "How much will it pay?" is the ruling spirit of mankind to-day. The fact that the number of secondary schools has been almost doubled in the last decade proves that the American people believe that the high schools and colleges are paying institutions from this point of view.

Again, the giant strides that have been made in the progress of sciences, arts and our marvelous industrial advancement have made it compulsory to our educational interests to make similar progress.

When we consider the millions of dollars that were so generously donated to the cause of higher education within the last year we conclude that our educational interests are not being overlooked or slighted.

The idea of the value of an education for its commercial value, however important it may seem, must not become so prominent that other true educational values may be overlooked and forgotten. The second educational value, and perhaps as important, is power to know.

We are frequently asked; What use can my boy or girl make of a knowledge of geometry, algebra, Latin, literature and the various other branches in the high school or college curriculum? How will they help him in getting along in the world?

The best answer that I have heard to these questions was given by Dr. E. E. White at the last session of our county institute.

The substance of his remarks was that he was able to recall but very few of the facts learned in his school life, and that he was not at any great loss on account of it. He

continued by saying that if he should lose the power to know gained by the mastery of these facts he would be mentally bankrupt. In a word, not the facts learned, but the mind power acquired constituted the true value of his education.

Another prominent educator expresses the same idea differently. He says; "What does it matter to me if I have forgotten most of my Latin and Greek and all of my mathematics? They were only the scaffolding and I have the finished building." I take it that he means that the knowledge acquired in college was secondary to the great fact that their study had given him mental power, power to know, power to understand, power to generalize, power to reason.

Pupils should not forget that it is not the mere facts in language, mathematics and science they acquire while in school, but the mind power, the development of all the various mental processes of which the mind is capable, is the highest good derived from their school work. If they once get this idea firmly fixed in their minds they will then realize that the benefits derived from their school work will be directly proportional to the time and energy spent in securing it.

They will find out before it is too late that the old adage that you cannot get something for nothing is applicable in education, and that instead of trying to get thru school by choosing the easiest course and doing just enough work to get thru in some way, they will select that course which offers the greatest advantages in mental discipline.

A third value to be considered is the satisfaction of knowing that an education is a permanent asset and one that is of constant use to us. This is true of no other form of wealth. In the business world real estate may depreciate in value, buildings may be destroyed, bonds prove worthless, but in the realm of thought none of these results can happen. Neither is learning a miser's hoard to be gloated over in secret, but the current coin of daily use to be improved by constant circulation.

Success in business depends largely upon the amount of capital invested, the push and pluck, and back of these a mind trained to grasp the details and direct the energies in the proper direction.

How many of those who either from force of circumstances or from neglected opportunities find themselves on account of the lack of an education badly handicapped in their life work?

Many opportunities have come to them that might have been improved but the want of a proper amount of education hindered them.

Again an education has an ethical value.

It should be three-fold in its character. There should be the developing of the physical, the mental, and the moral powers of the individual, or it is a one-sided affair. The mind must be trained to see, the ear to hear, the hand to work, and the heart to feel. Think how life becomes broader, higher,

nobler by the exercise of all its powers and realize the truth that "He most lives, who thinks most, acts the wisest."

To those to whom the opportunity for acquiring an education is offered, make the most of it. You will realize its full value in the future. Do not allow the pleasures of the present to mar those of the future remembering that "we study, not for school but for life."

The Home

A Summer Night

BERTHA M. GIBSON

On the beautiful, lonely, starry night,
When the earth's lit up by the moon's pale light,
'Tis then that I hear the mook-bird's notes,
Which over the velvety greensward floats.

'Tis then that I feel the south winds blow,
And hear the rivers turbulent flow.
That rushes on to the wide, blue sea,
Where the winds blow loud and wide and free.

The moon-beams light up the castle walls,
And stream thru the old and vacant halls.
They dance around on the lonely lawn,
And then in an instant are up and gone.

And gently falleth the evening dew,
To freshen the tinted flowers anew,
And the south winds rustle the waving grass,
And kiss the lilacs before they pass.

Ah! Yes, dear heart, in the starry night,
When the earth's lit up by the moon's pale light,
I love to think of the days of yore,
And of those who stand on the golden shore.

And think how sometime 'twill be my time,
And I'll list to the bells of heaven's chime,
And I'll chant a song with the angels there
In that heavenly home so bright and fair.

Daniel Purposed in His Heart.

Daniel 1:8.

That was a noble purpose, and it had its origin in the right place, the human heart. There is where all resolutions that count for anything must have their seat, and there is the battlefield on which all great questions of principle must be settled. Surface work never counts for much and resolutions and purposes which are spoken by the lips only are very short lived.

What a noble purpose that was which Daniel formed in his heart, and how grandly does his character appear when put to the test. We do not know the strength of an individual until he puts it to the test, and the real strength and beauty of Daniel's character shine forth in all their splendor and magnificence at the court of the king when he is called upon to decide and to choose between right and wrong. Daniel's duty was clear to him and therefore he was not puzzled as to what he should do. He did not go about asking his friends what they thought of it, and how it would affect his future condition at the royal court. Whether it will make his life, as a captive, harder, or whether it will interfere with his advancement, his promotion and his favor with the king, were questions which Daniel did not